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ABSTRACT

Provided is an evaluation of the Special Education Instructional Materials Center (SEIMC), a New York City school district educational project providing direct service to parents, professionals, paraprofessionals, and teachers in training who are concerned with the education of handicapped children in the public and nonpublic schools. Among activities and services listed are provision of a circulating library of instructional materials and equipment, preparation and dissemination of bibliographies, publication of a newsletter, and presentations of workshops and in-service courses. Among findings noted are that SEIMC has been largely successful in achieving its objectives; that the most effective aspects appear to be in-service courses and workshops, materials loans, and demonstration of new materials and equipment; and that the general feeling expressed about SEIMC was a favorable one. Appended are a copy of the questionnaire used in the evaluation and interview checklists. Responses are presented in tabular form. (IM)

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EVALUATION REPORT

Function No. 09-56608

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NEW YORK ASSOCIATE CENTER - SEIMC

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STEPHEN S. STRICHART

An evaluation of a New York City school district educational project funded under Title VI-B Education of the Handicapped Act and Performed for the Board of Education of the City of New York for the 1974-75 school year.

EC093178

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Chapter I: The Program

The Special Education Instructional Materials Center (SEIMC) - New York City - Board of Education, is an associate member of the New York State SEIMC Network under the auspices of the Division of Special Education and Pupil Personnel Services. SEIMC provides direct service to parents, professionals, parsprofessionals and teachers in training who are concerned with the education of handicapped children in the New York City public and nonpublic schools. These children range in age from 3 to 21 and are designated as having one or more of the following handicapping conditions: mental retardation, hearing impairment, deafness, speech impairment, emotional disturbance, physical impairment, brain injury, visual impairment, learning disability, language impairment.

The primary objectives of SEIMC are that as a result of participation in this program, professionals, paraprofessionals and teachers in training will:

- gain more knowledge in the use of instructional materials and equipment with handicapped children
- use instructional materials and equipment as an integral part of curriculum planning for handicapped children
- learn to adapt and/or develop multi-media instructional materials
- become more knowledgeable in the selection and/or purchase of instructional materials and equipment.

Activities and services designed to achieve these objectives include:

- a circulating library consisting of multi-media, multi-sensory instructional materials and equipment, periodicals, journals, curriculum guides and catalogs related to all areas of special education, with an annotated catalog of current holdings, and

pick-up and delivery of materials and equipment

- preparing and disseminating bibliographies in emerging special education theories, methods, materials and equipment
- publication of newsletter, "At Your Service"
- orientations
- workshops
- in-service courses
- institutes
- consulting visits.

In addition to the main SEIMC located at 400 First Avenue, Manhattan, Satellite Centers are located in the boroughs of The Bronx, Queens, and Staten Island, with a Brooklyn Satellite Center scheduled to be opened September, 1975. The scope of the utilization of SEIMC by the target population is indicated by the high number of visitors as well as the great number of items borrowed from the library. During the period September 1974 - February 1975, 4,900 visitors signed in at the various Centers, while a total of 8,270 items were borrowed from the libraries. In addition many people receive SEIMC services without directly visiting the Center. To serve the needs of the target population, SEIMC staff consists of a project director, a library coordinator and two assistants, a media coordinator, associate and assistant, an administrative associate and senior typists, and twelve project associates. Additionally, SEIMC employs a number of paraprofessionals. An Executive Advisory Council and a Teacher Advisory Council meet regularly with SEIMC professional staff to develop effective and innovative delivery of service techniques. This project functioned from July 1, 1974 to June 30, 1975 with varied activities occurring during this period (e.g., major institutes occurred in the Spring 1975).

Chapter II: Evaluative Procedures

The objectives of this evaluation were to determine whether, as a result of participation in this program, parents, professionals, paraprofessionals and teacher in training:

1. gained more knowledge in the use of instructional materials and equipment for use with handicapped children
2. used instructional materials and equipment as an integral part of curriculum planning for handicapped children
3. learned to adapt and/or develop multi-media instructional materials
4. became more knowledgeable in the selection and/or purchase of instructional materials and equipment

An additional objective was to determine whether:

5. the program as actually carried out coincided with the program as described in the project proposal.

It is apparent that the evaluation objectives coincided with the goals of SEIMC as described in Chapter I. To evaluate objectives 1 - 4, a questionnaire consisting of five-point rating scales was developed comprised of items designed to reflect each particular objective (see Appendix A). These scales included questions asking respondents to explain various aspects of their responses, thereby affording qualitative as well as quantitative data for purposes of analysis. The original evaluation design called for the questionnaire to be mailed to a 10 percent random sample of personnel who utilized the Center, the sample chosen randomly from the SEIMC mailing list. However, past experience with this sampling procedure indicated that many persons receiving the questionnaire had not actually utilized any aspects of the Center, and therefore could not respond to the quesionnaire.

To ensure that the sample consisted of "active" participants in SEIMC activities, an alternative sampling procedure was utilized in which all borrowers of materials and all persons who visited the main Center for either a consultation or orientation, during the period December 15, 1974 to February 28, 1975, were required to fill out an information form consisting of their name, address, and professional or nonprofessional role. A total of 527 cards were obtained in this manner, questionnaires being mailed to each of these persons March 14, 1975, with a requested return date of April 25 or earlier (self-addressed, stamped return envelops were included). In all, 115 completed questionnaires were returned, representing 21.8% of the sample. The composition of returned questionnaires was as follows:

Teacher	77		
Administrator	3		
Paraprofessional	3		
Parent	2		
Student	9		
Other	21	(Guidance Supervisor	2
		Unit Teacher	1
		Remedial Tutor	1
		Guidance Counselor	9
		Public Health	1
		Psychologist	1
		Precision Teaching Specialist	2
		Teacher Trainer	2
		Unspecified	2)
Total	115		

To measure objective 5, two interview checklists were developed, one to be used with SEIMC staff, and the second to be used with SEIMC participants (see Appendix B). Interviews following these checklists were conducted with all professional staff members of SEIMC, and with 11 SEIMC participants, all of whom were special education teachers.

Analysis of the five-point rating scales was in terms of the percentage of respondents assigning a positive rating (i.e., 4 or 5) to each item, while questions requiring descriptive responses were analyzed qualitatively, as was the interview data. Respondents were asked to rate only those aspects of SEIMC which they had utilized, thereby providing additional data concerning relative frequency of use of various SEIMC services as reflected in the form of the percentage of respondents rating each questionnaire item.

Chapter III: Findings

Objective I To determine whether at least 80% of the parents, teachers and paraprofessionals, and teachers in training, gained more knowledge in the use of instructional materials and equipment with handicapped children.

To measure whether this objective had been met, item I of the questionnaire asked respondents to rate 20 aspects of SEIMC as to the extent to which each has increased their knowledge in the use of instructional materials and equipment. Items were rated on a 5 point scale, ratings of 4 or 5 indicating increased knowledge. Respondents were asked to rate only those items relative to their SEIMC participation. Results are presented in Table 1.

TABLE 1

Responses to Item I

Category	Number of Responses	% of Sample Responding	% of Responses either 4 or 5	Average Rating
a. Audio visual instructional equipment	51	44.3	82.4	4.3
b. Professional library - audio and visual tapes	32	27.8	75.0	3.8
c. Professional library - texts	45	39.1	68.9	3.8
d. Individual consultations with staff members	44	38.3	72.7	4.1
e. In-service workshops	39	33.9	89.7	4.5
f. Workshop arranged at your own request	23	20.0	69.6	4.0
g. Institutes	15	13.0	73.3	3.7
h. SEIMC newsletter	56	48.7	66.1	3.8
i. SEIMC annotated catalog	38	33.0	52.6	3.5

TABLE 1 (continued)

Responses to Item 1

Category	Number of Responses	% of Sample Responding	% of Responses either 4 or 5	Average Rating
j. Brochures describing SEIMC activities	50	43.5	74.0	4.2
k. Instructional materials borrowed from Center	75	65.2	93.3	4.6
l. Materials and equipment demonstration	35	30.4	91.4	4.4
m. Materials displayed at your own request	28	24.3	85.7	4.0
n. Personal visits to the Center	77	70.0	83.1	4.3
o. Materials delivered to your own school upon your telephoned or written request	27	23.5	85.2	3.8
p. Specific instructions on use of materials	36	31.3	72.2	3.6
q. Explanation of rationale of materials	25	21.7	80.0	4.1
r. Exposure to new materials and equipment	68	59.1	91.2	4.4
s. Publisher demonstrations and orientation	13	11.3	53.8	3.3
t. Specifically prepared bibliographies	18	16.0	61.1	3.4
Total	815	---	76.6	4.0

Inspection of Table 1 shows that 76.6% of all ratings were either 4 or 5, falling just short of the desired 80%. However, the average rating of 4.0 indicates the generally favorable perception of respondents concerning SEIMC services. Those services most highly rated were the in-service workshops, instructional materials borrowed from the Center, demonstration of materials and equipment and exposure to new materials and equipment. Least

valuable services were perceived to be demonstrations and orientations by publishers, specifically prepared bibliographies, and the SEIMC annotated catalog. While the most frequent participation in SEIMC was to personally visit the Center and to borrow materials, relatively infrequent utilization was made of institutes, publisher demonstrations and orientations, or specifically prepared bibliographies.

Objective II To determine whether at least 80% of the parents, teachers, paraprofessionals and teachers in training increased their utilization of instructional materials and equipment as a basic part of educational planning.

To measure whether this objective had been met, item II of the questionnaire asked respondents to rate 17 items corresponding to subdivisions of the SEIMC library by educational areas. Results are presented in Table 2.

TABLE 2

Responses to Item II

Category	Number of Responses	% of Sample Responding	% of Responses either 4 or 5	Average Rating
a. Physical Education - Gross Motor Skills	31	27.0	64.5	3.9
b. Perceptual-Motor Skills	50	43.5	80.0	4.2
c. Language Development	47	40.9	85.1	4.3
d. Sensory Development	33	28.7	66.7	3.9
e. Spoken Arts	33	28.7	75.8	4.2
f. High Interest - Low Level Reading	43	37.4	67.4	4.0
g. Reading	38	33.0	81.6	4.1
h. Mathematics	32	27.8	75.0	4.0
i. Science	23	20.0	60.9	4.1
j. Social Studies	23	20.0	52.2	3.8
k. Social-Emotional Development	24	20.9	70.8	4.2

TABLE 2 (continued)

Responses to Item II

Category	Number of Responses	% of Sample Responding	% of Responses either 4 or 5	Average Rating
l. Music	19	16.5	47.4	3.7
m. Art	15	13.0	26.7	3.1
n. Vocational Education	19	16.5	47.4	3.7
o. Assessment Devices	38	33.0	50.0	3.6
p. Professional References	41	35.7	56.1	3.7
Total	509	----	66.4	4.0

Inspection of Table 2 shows that 66.4% of all ratings were either 4 or 5, falling below the desired 80%. However, the average rating of 4.0 indicates the generally favorable perception of respondents concerning the extent to which SEIMC participation had enabled them to more effectively utilize instructional materials and equipment as a basic part of planning. SEIMC was seen as being most influential in the areas of language development and perceptual-motor skills, and least influential in the areas of art, music, assessment devices, and vocational education. In addition to being rated most favorable, language development and perceptual-motor skills represented the areas of greatest frequency of use, while those areas least frequently used were art, music and vocational education. It is of interest to note generally that just as those areas used most frequently were rated most favorably, those areas used least frequently were rated least favorably.

Objective III To determine whether at least 80% of the parents, teachers, paraprofessionals and teachers in training increased their ability to adapt and develop multi-media instructional materials to the needs of handicapped children.

To determine whether this objective had been met, item IIIa of the questionnaire asked respondents to indicate the degree to which their ability

to adapt materials had changed. A total of 70 respondents answered this item, representing 60.5% of the sample. The average rating was 4.1, 80.0% of the ratings being either 4 or 5. Thus objective III was met in terms of adaption of materials. When asked to rate their change in terms of ability to develop materials, 72 respondents rated item IIIc, representing 62.3% of the sample. The average rating was 4.0, 76.4% of the ratings being either 4 or 5. Thus, objective III was nearly met in terms of development of materials.

Items IIIb and IIId of the questionnaire asked respondents to cite specific examples of their adaption and/or development of materials as a result of SEIMC participation. Adaptions noted included: innovative exercises involving basic gym equipment, use of math tapes to develop listening skills, use of a gym kit to develop verbal language and categorization skills, use of language charts, use of only appropriate parts of commercial programs, use of high interest, low level materials with older children, willingness to try new and different things, greater use of A-V equipment, use of filmstrips for teaching reading and language, integration of commercial and teacher-made materials, individualized instruction, teacher narration for filmstrips, enlarging size of materials, multisensory approach, greater use of materials available in a resource center, more language arts activities in all lessons, and use of pupil made materials (e.g., filmstrips). Materials developed included: word and picture lotto, overhead projection materials, short stories of high interest, learning games, filmstrips, perceptual-motor activities, puzzles, tapes, books, writing exercises, tactile materials, language activities, reading comprehension activities, slides to develop visual awareness and perception, bilingual tapes, math materials, flash cards, rexograph materials, story-telling cards to develop verbal expression and categorization, cards for

Language Master, and a body awareness curriculum.

The range of adaptions of materials and materials developed attest to the impact of SEIMC on the target population.

Recommendations of last year's evaluation were that attempts be made to improve teacher development and/or adaptation of multi media instructional materials, and to increase assistance to teachers in their selection and purchase of materials. As may be seen from the results of the current evaluation, SEIMC is aware of these objectives and has done a moderately successful job of fulfilling them.

Objective IV To determine whether 80% of the parents, teachers, paraprofessionals and teachers in training increased their ability to select the most appropriate materials for use with handicapped children.

To determine whether this objective had been met, item IVa of the questionnaire asked respondents to indicate the degree to which their ability to select appropriate materials had changed. A total of 78 respondents answered this item, representing 67.5% of the sample. The average rating was 3.9, 73.1% of the ratings being either 4 or 5. Thus objective IV fell somewhat short of being met.

Items IV b, c, and d of the questionnaire asked respondents to cite examples of ways in which they have improved their ability to select appropriate materials, to list materials purchased as a result of SEIMC participation, and to list materials they would like to order if funds were available. Respondents indicated that they had become more skilled in selecting appropriate materials in the following ways: more aware of what is available, more aware of level of materials, better able to select practical, functional materials, more sensitive to needs of children, better able to select specific materials for specific disabilities, more able to

see the varied uses of materials, better able to assess abilities of children, clarification of previously misunderstood materials, better able to perceive materials as motivating or nonmotivating, better able to distinguish between group and individual materials, use of previewing, better able to compare and contrast materials. Respondents cited a wide variety of materials bought as a result of SEIMC exposure, a total of 26 different programs and types of equipment being listed. An even wider variety of responses occurred for the item relating to what would be bought if funds permitted, 48 programs and types of equipment being cited in this case. Clearly, SEIMC has had a very direct effect on the target population in terms of materials selection.

Respondents were encouraged to add any comments not elicited by the questionnaire items. Positive remarks noted the positive atmosphere of SEIMC and the friendly, helpful staff, the variety of materials, the newsletter and catalog, and the workshops and in-service courses. Negative comments were directed toward a shortage of materials and equipment, an inefficient pick up and delivery service, a staff tendency to be too busy to help people, receipt of overdue notices after materials had been returned, the receipt of announcements of special events after they had been held, and an insufficient orientation procedure. Suggestions included extending hours to Saturday, a staff person right in the library to assist visitors, more space and centers, a more effective display of materials, greater notification of receipt of new materials, a stricter return policy for borrowed materials, extension of borrowing period for special needs, and more materials in science and mathematics.

Objective V To determine whether the program as actually carried out coincided with the program as described in the project proposal.

To measure the extent to which this objective had been met, all SEIMC professional staff members as well as randomly selected SEIMC users, were interviewed following the checklist presented in Appendix B.

Interviews with staff personnel indicated high esprit de corps. The staff view the goals of SEIMC in a consistent manner with those stated in the program proposal. The training and experience of the staff is well suited to their SEIMC responsibilities. Although no formal training is given to new staff members, there is a great deal of informal training via meetings, and appropriate professional conventions are regularly attended. The staff generally feels that the nature of SEIMC facilitates their ability to fulfill their responsibilities, although concern was expressed regarding the amount of administrative paperwork required. A consistent feeling was the need for more of everything; i.e., money, staff, materials, space, hours of operation.

The consistent feeling expressed by staff members was that SEIMC is doing a great job in meeting the needs of the target population. Extremely positive feelings were expressed concerning the quality of workshops, institutes and in-service courses, as well as the dynamic leadership provided by the project director. As in any organizational structure, however, some concerns were voiced. Specific criticism was directed to the library, which is perceived as understaffed and disorganized. Recommendations were made that an additional professional librarian, knowledgable in special education, be situated in the library to assist users, and that additional staff be hired to assist with cataloging and shelving of materials, thereby avoiding the backlog that currently obtains. Suggestions for improvement of SEIMC service included greater involvement with parents, creation of a publicity staff to disseminate information about SEIMC more effectively, improvement of newsletter as well as conversion to monthly rather than

quarterly issues, greater emphasis given to training of professionals than to accumulation of materials, and better training of paraprofessional staff.

Eleven users of SEIMC were interviewed, a consistent thread emerging in which the Center was perceived favorably. Suggestions for improvement were consonant with those raised in the questionnaires, focusing on the desirability of providing an additional professional staff member to function directly in the library, as well as rearranging materials in the library to make it easier to locate specific items.

Overall, the flavor of interviews with both staff and users was positive. SEIMC is seen as a place where exciting things happen, and where staff enthusiasm abounds. Virtually everyone interviewed called for the expansion of all SEIMC services.

It should be stressed that the preponderance of comments made regarding SEIMC were extremely favorable. The listing of positive and negative comments on page 12 does not reflect the relative frequency of each. Positive comments noted were typically made by numerous respondents, while negative comments were expressed by a small number of respondents in each case, representing isolated opinions rather than any sort of trend. The trend that was apparent was one of good feelings about SEIMC-a deep appreciation that it exists, and a hope that it will continue on a permanent basis.

Chapter IV: Summary of Major Findings, Conclusions, and Recommendations

The results of the evaluation indicate that SEIMC has been largely successful in achieving its objectives. It has been most effective in helping SEIMC users to gain more knowledge in the use of instructional materials and equipment with handicapped children, and increasing their ability to adapt and develop multi-media instructional materials consistent with the needs of handicapped children. A large degree of success has also been experienced in terms of increasing utilization of instructional materials as a basic part of educational planning, and increasing SEIMC users' ability to select the most appropriate materials for use with handicapped children. Clearly, the operation and results of SEIMC are highly consistent with its goals as stated in the program proposal.

The most effective aspects of SEIMC appear to be its in-service courses and workshops, materials loans, and demonstration of new materials and equipment. As a result of exposure to SEIMC, users have ordered a considerable range of instructional materials for use with handicapped children, and have indicated even more that they would like to have if finds were available. Further, users described ways in which they had developed and adapted materials for more effective work with handicapped children as a function of their SEIMC experience.

Aside from the call for greater funding and all that goes with it (i.e., more space, larger staff, expanded hours, more materials and equipment etc.), specific suggestions included provision of an additional professional librarian to be situated directly in the library, more work with parents, greater publicity of SEIMC provisions and activities, improvement of the SEIMC newsletter, and improved training of paraprofessional staff. These suggestions were generally raised in the form of constructive criticism by users who were pleased with SEIMC and who perceived ways of making SEIMC even more effective.

The general feeling tone expressed about SEIMC is a favorable one, with most users stating that SEIMC should not only be continued, but be expanded. This evaluator concurs, recommending that SEIMC be refunded at a higher level so that it may indeed expand its services. It is specifically recommended that the main Center hire a special educator familiar with materials to be based fully in the library, with responsibility to provide consultation and direct service to SEIMC users. It is further suggested that attention be given to the differential rates of use of various aspects of SEIMC, with materials and services increased in areas of greatest user demand. Concurrently, efforts should be made to orient users to the availability and utility of SEIMC aspects not frequently employed. Since some users were critical of the quality of pick-up and delivery services, more emphasis should be given to upgrading this aspect, if feasible; alternatively, consideration may be given to dropping this service since in doing so users would be required to directly visit the Center, thereby being exposed to all of its resources. Consistent with this is the need for as many Satellite Centers as possible, as well as expansion of hours beyond the normal school day (i.e., evening hours, Saturdays). Finally, it is important that the SEIMC catalog be kept as current as possible. It is suggested that the next edition of the catalog be published in looseleaf form so that supplements can be easily added. These recommendations are made with the realization that they may have indeed been already considered by SEIMC, implementation being tempered by the matter of feasibility.

The use of a rating scale to assess the effectiveness of SEIMC does not bring out the quality of deep positive feelings that so many people have about its services. Interviews were more valuable in eliciting these feelings, demonstrating most clearly the profound impact SEIMC has had on those who have utilized its many services.

APPENDIX A

Questionnaire

SPECIAL EDUCATION INSTRUCTIONAL MATERIALS CENTER

New York City Board of Education
400 First Avenue - 7th Floor
New York City, New York 10010

Spring 1975

Dear _____

In an effort to improve the effectiveness of the SEIMC Center, we are requesting users of our services to provide us with confidential feedback by completing the enclosed questionnaire. Your opinions are extremely valuable to us, and we will give them full consideration in our future planning efforts.

Please return the questionnaire by April 25, 1975. We have enclosed a self-addressed envelope for your convenience.

Thank you for your assistance in our evaluation efforts.

Very truly yours,

Stephen S. Strichart
Evaluator, SEIMC

Please check the status applying to you:

____Teacher
____Administrator
____Paraprofessional
____Parent
____Student
____Other (please specify) _____

1. Please indicate the extent to which each of the following aspects of the SEIMC program has enabled you to increase your knowledge and skill in using instructional materials and equipment with handicapped children.

   Circle your response to each item according to the following 5 point scale:

   5 - of great use - extremely beneficial
   4 - useful - increased my ability somewhat
   3 - of some use, but made little difference
   2 - of very limited use
   1 - of no use

   Note: Please respond only to those items related to your participation in the SEIMC program. Leave blank those items not related to your participation.

a.	Audio visual instructional equipment	5 4 3 2 1
b.	Professional library - audio and visual tapes	5 4 3 2 1
c.	Professional library - texts	5 4 3 2 1
d.	Individual consultations with staff members	5 4 3 2 1
e.	In-service workshops	5 4 3 2 1
f.	Workshops arranged at your own request	5 4 3 2 1
g.	Institutes	5 4 3 2 1
h.	SEIMC newsletter	5 4 3 2 1
i.	SEIMC annotated catalog	5 4 3 2 1
j.	Brochures describing SEIMC activities	5 4 3 2 1
k.	Instructional materials borrowed from Center	5 4 3 2 1
l.	Materials and equipment demonstrations	5 4 3 2 1
m.	Materials display arranged at your request	5 4 3 2 1
n.	Personal visits to the Center	5 4 3 2 1
o.	Materials delivered to your school upon your telephoned or written request	5 4 3 2 1
p.	Specific instructions on use of materials	5 4 3 2 1
q.	Explanation of rationale of materials	5 4 3 2 1
r.	Exposure to new materials and equipment	5 4 3 2 1
s.	Publisher demonstrations and orientations	5 4 3 2 1
t.	Specifically prepared bibliographies	5 4 3 2 1

II. As a result of your participation in the SEIMC program, please indicate the extent to which your utilization of instructional materials and equipment as a basic part of your educational planning has changed for each of the following areas:

Circle your response to each item according to the following 5 point scale:

5 - use has greatly increased
4 - use has somewhat increased
3 - use has remained about the same
2 - use has somewhat decreased
1 - use has greatly decreased

Note: Please do not respond to items representing areas that do not pertain to your work with handicapped children; leave those items blank.

a.	Physical Education - Gross Motor Skills	5 4 3 2 1
b.	Perceptual-Motor Skills	5 4 3 2 1
c.	Language Development	5 4 3 2 1
d.	Sensory Development	5 4 3 2 1
e.	Spoken Arts (e.g., entertainment stories)	5 4 3 2 1
f.	High Interest-Low Level Reading	5 4 3 2 1
g.	Reading	5 4 3 2 1
h.	Mathematics	5 4 3 2 1
i.	Science	5 4 3 2 1
j.	Social Studies	5 4 3 2 1
k.	Social-Emotional Development	5 4 3 2 1
l.	Music	5 4 3 2 1
m.	Art	5 4 3 2 1
n.	Vocational Education	5 4 3 2 1

To what extent has your use of each of the following been affected? (use same scale as above)

o.	Assessment Devices (tests)	5 4 3 2 1
p.	Professional References	5 4 3 2 1

III. a) As a result of your participation in the SEIMC program, indicate the manner in which your ability to adapt multi-media instructional materials to the needs of handicapped children has changed.

Please circle the number next to the appropriate statement:

My ability to adapt multi-media instructional materials to the needs of handicapped children has:

greatly increased	5
somewhat increased	4
remained about the same	3
somewhat decreased	2
greatly decreased	1

b) Please cite ways in which you have made adaptations in instructional materials as a result of your participation in the SEIMC program:

_____

_____

_____

_____

_____

c) As a result of your participation in the SEIMC program, indicate the manner in which your ability to develop multi-media instructional materials to meet the needs of handicapped children has changed.

Please circle the number next to the most appropriate statement:

My ability to develop multi-media instructional materials to meet the needs of handicapped children has:

greatly increased	5
somewhat increased	4
remained about the same	3
somewhat decreased	2
greatly decreased	1

d) Please cite examples of instructional materials that you have developed as a result of your participation in the SEIMC program:

IV. a) As a result of your participation in the SEIMC program indicate the manner in which your ability to select the most appropriate materials for use with handicapped children has changed.

Please circle the number next to the most appropriate statement:

My ability to select the most appropriate materials for use with handicapped children has:

greatly increased	5
somewhat increased	4
remained about the same	3
somewhat decreased	2
greatly decreased	1

b) Please cite ways in which you have become more skilled in selecting appropriate instructional materials as a result of your participation in the SEIMC program:

c) Please list materials you have purchased as a result of your participation in the SEIMC program:

d) Please list materials you would like to order (if funds were available) as a result of your participation in the SEIMC program:

Thank you for your assistance in completing this questionnaire. Please take the opportunity to discuss any positive and/or negative comments regarding the SEIMC Center not already covered elsewhere in this questionnaire.

APPENDIX B

Interview Checklists

(a) Center Staff

A - What are the basic objectives of the SEIMC Center?
B - Which of these objectives do you feel have been met? In what manner?
C - Which of these objectives do you feel have not been met? Why?
D - What are your responsibilities at the Center?
E - In what ways has your previous training and experience qualified you to carry out these responsibilities?
F - To what extent have you been able to fulfill your responsibilities?
G - What training have you received at the Center to help you to better fulfill your responsibilities?
H - Which aspects of the Center should be continued and/or increased? Why?
I - Which aspects of the Center should be phased out or decreased? Why?
J - What suggestions do you have for change in the Center operations?

(b) Center Participants

A - In what ways have you participated in the activities of the Center?
B - To what extent have you found your participation beneficial? In what ways have you benefitted?
C - To what extent did the activities of the Center correspond to what you had expected them to be like? In what ways did the activities correspond to or depart from what you had expected?
D - Should the activities of the Center be expanded, maintained, diminished, or eliminated? Why?
E - What suggestions do you have concerning ways for making the Center more effective and beneficial?
F - What are the most positive aspects of the Center?
G - What are the least positive aspects of the Center?